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ABSTRACT

The draft version of South Carolina's state foreign language curriculum for elementary and secondary schools is presented. It begins by discussing the rationale for foreign/second language education, focusing on economic, cultural, intellectual reasons for studying languages and examining enrollment patterns and trends in the state. The second chapter outlines a systematic approach to change in foreign language education, examines what constitutes an effective language program, describes program models, and looks at how the languages to be taught should be chosen. Chapter 3 details alternative ways of designing programs for specific school situations, teacher certification needs, professional development considerations, and appropriate extracurricular opportunities for language students, and considers the impact of foreign language study on the whole educational system. Chapter 4 focuses on development of appropriate learning outcomes and performance objectives for each educational level, and examines Latin as an alternative to modern languages. Student-teacher relationship, teaching skills and techniques, classroom activities, the role of grammar instruction, and interdisciplinary study are considered in chapter 5, and instructional materials are discussed in chapter 6. The report concludes with issues for further study, a brief bibliography, and information on language proficiency levels. (MSE)

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South Carolina Foreign Languages Framework

The Global Challenge

A Foreign Language
Framework for the 1990s

Field Review Draft

Version of September 29, 1992

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The Global Challenge

A Foreign Language Framework for the 1990s

Developed by the
**South Carolina Foreign Language
Curriculum Framework Writing Team
1992**

**Barbara S. Nielsen, Ed.D.
State Superintendent of Education
South Carolina Department of Education
Columbia, South Carolina**

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Preface

It is a pleasure to present to the State of South Carolina this draft Foreign Language Curriculum Framework. South Carolina, along with the rest of the nation, recognizes the need for higher academic standards for all students. We also recognize that if all students are to excel academically, some fundamental changes are needed in both what we teach and how we teach. For this to occur, changes are necessary in the education system that supports what teachers and students do every day in the classroom.

I am excited about the vision of foreign language instruction advocated in this draft framework. The time has come for South Carolina to join the world in insisting that all her citizens become bilingual, if not multilingual. Our world has become too small and too interdependent not to develop a more complete understanding of different cultures through the study of different human languages.

The foreign language framework writing team did an outstanding job in summarizing this challenge in three simple messages. First, foreign language education is for every student, not just a select few. Second, foreign language programs need to start at the earliest time possible in a child's education, ideally beginning in elementary school and continuing uninterrupted through high school. Third, the purpose of foreign language instruction is proficiency in real-life communication — speaking, listening and reading skills, as well as writing skills.

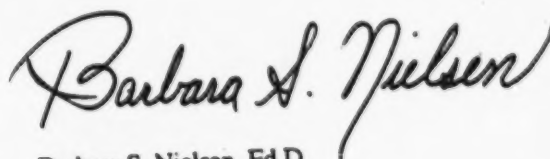
These basic premises of foreign language education present us with a starting point for dialogue and consensus building. Many school districts already are moving in the direction outlined in this draft. The suggestions and alternatives included in this framework should help other districts and schools join the conversation.

State leaders and the State Department of Education have their responsibilities to meet during this review as well. This framework calls for a fundamental reexamination of the way we prepare foreign language teachers, our certification and licensure requirements, the types of professional development opportunities that need to be provided, the way we assess student progress, and the types of materials and technology that are required to deliver world-class foreign language programs. In the next several months, we will carefully consider the implications of this draft for our

work. We are prepared to do our best in making the final revised framework a reality across the state so that teachers, students and schools can do their best to fulfill the promise of these types of instructional experiences for all learners.

This curriculum framework is ready for a statewide field review. We need your careful consideration and thoughtful reactions to its content. The field review process is a unique opportunity for teachers, administrators, parents, business people and communities to directly influence state policy. We hope you take this invitation as seriously as we offer it. Once this framework is reviewed and revised, it will be submitted to the State Board of Education for state adoption. Then the real work begins — for all of us — until we revisit this framework again in a few years to see where we are and where we need to go next.

Working together, and making difficult but necessary choices, we can begin today to educate a bilingual citizenry for this generation and every generation to come.



Barbara S. Nielsen, Ed.D.
State Superintendent of Education

I. Why Foreign Languages?

- *Economic and cultural reasons for studying foreign languages*
- *Intellectual reasons for studying foreign languages*
- *Where we are and where we're going in foreign language education*
- *A vision for the 1990s and beyond*

A Columbia-based computer software company has branches in Canada, Great Britain, France, Germany, Spain, Norway and Australia. Greenville is home to a Japanese cultural center, where the staff is multi-lingual and the clientele is international. A French sailboat company advertises for a mechanical engineer to fill a position in Marion, S.C. "French is a plus," the ad says. And German automaker BMW is building an assembly plant in Spartanburg County.

The economy of the 1990s is a global economy and South Carolina is playing its part. More than 400 businesses in the state have at least partial foreign ownership, according to South Carolina State Development Board statistics. A total of 23 foreign countries have financial interests here. Foreign-affiliated investments in South Carolina for 1991 alone amounted to \$830 million (34 percent of total investments for the year) and were responsible for the creation of more than 2,000 jobs.

"Foreign investment in South Carolina has grown dramatically in recent years," according to a 1991 business report by KPMG Peat Marwick, an international accounting firm with an office in Greenville. "It is now a significant and vital part of the state economy."

And these figures are only part of the global story. They tell us nothing of the growing number of locally owned businesses entering foreign markets, of the increasing numbers of foreign citizens moving to South Carolina, or of expanding international job opportunities for our young people outside the state.

It's time for education in South Carolina to recognize and respond to these changing economic and social realities. It is the responsibility of the state's education system to prepare students to compete in an increasingly international job market and to live in an increasingly diverse world.

To be successful, South Carolinians must approach the 21st century with expanded cultural horizons and increased communication skills. A logical place to start in meeting this challenge is to increase foreign language instruction in our schools.

Countries with Investments In South Carolina

Australia, Austria, Belgium, Brazil, Canada, Denmark, Egypt, Finland, France, Germany, India, Italy, Japan, Korea, Kuwait, Luxembourg, Netherlands, Northern Ireland, Spain, Sweden, Switzerland, Taiwan and United Kingdom

Source: South Carolina State Development Board, *South Carolina Establishments With Foreign Affiliations — By Country* (1992).

A key called language

"Language is a key to opening minds and attitudes. To speak, read, write, and understand another language is the beginning of understanding other people." (p. 49)

"If we believe we can effectively trade, provide political leadership, keep on top of scientific developments, and share the benefits of the cultural growth of the rest of the world in our island of English, we fool only ourselves." (p. 76)

Paul Simon, *The Tongue-Tied American* (1980).

Economic and cultural reasons for studying foreign languages

The push for increased foreign language education in American public schools has been gaining momentum since the 1970s and has come from education, business and government sources. Some examples:

- In 1975, the United States was one of 35 nations to sign the Helsinki Accords, a treaty calling for participating countries "to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples."

- A 1979 report, *Strength through Wisdom: A Critique of U.S. Capability*, prepared by the President's Commission on Foreign Language and International Studies, concluded: "Americans' incompetence in foreign languages is nothing short of scandalous...our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete." (pp. 5-6)

- In 1980, then-Congressman Paul Simon published a book called *The Tongue-Tied American: Confronting the Foreign Language Crisis*, in which he linked trade deficits, national security weaknesses and cultural isolation to America's "language gap."

- The National Advisory Board on International Education Programs, in a 1983 report titled *Critical Needs in International Education: Recommendations for Action*, warned: "Because of our lack of competence in foreign languages, American business stands to lose markets to foreign competition." (p. 5)

- The National Commission on Excellence in Education, in its 1983 report *A Nation At Risk: The Imperative for Educational Reform*, called for foreign language education beginning in the elementary grades. "Study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education." (p. 26)

Today, the need for foreign language education is more urgent than ever. Dr. Jeffrey Arpan, director of the nationally acclaimed International Business Programs at the University of South Carolina in Columbia, wrote in the spring 1992 issue of the *International Society for Business Education Newsletter*:

Education that is NOT international in context, example, and experience is incomplete, irrelevant to today's world and inexcusably myopic. It is even poten-

tially dangerous. From pre-school through college school curricula should be internationally oriented and of world quality standard....

More job opportunities exist globally than domestically, and hence there are more opportunities for persons with international education, experience, skills, and mindsets. For example, business persons bilingual in Spanish and English have dozens of countries in which employment is possible, and are able to transact business with people in even more countries who speak either English or Spanish. (pp. 1-2)

USC's Master of International Business Studies (MIBS) program requires its American students to live six months in a foreign country and to become proficient in that country's language. "Only through language training are business students fully sensitized to a culturally diverse economy," according to the MIBS brochure.

But you don't have to leave the country or work for a multinational corporation to need a second language. "There's an advantage to being multilingual in the United States even if you're not in international business," says Dr. Arpan. As American society becomes more culturally diverse, so does the work force — and the plant manager or personnel manager who can communicate in more than one language has an advantage. Proficiency in a second language can also benefit people entering careers in science, law, the tourist industry, advertising, social services, etc.

More and more workers in technical jobs need foreign language skills, too. "You can put dollars and cents to time lost on the plant floor when two technicians can't communicate in a common language," according to Christian Tetsch, MIBS associate director. Money is also lost when translators have to be hired to transcribe manuals and correspondence written in other languages.

An International Education Task Force established in 1989 by Greenville Technical College surveyed Greenville-area businesses and discovered that 60 percent of respondents had foreign employees, 85 percent had employees traveling abroad and 95 percent entertained visitors from foreign countries. Not surprisingly, 80 percent said they wanted Greenville Tech to increase its foreign language offerings. As a result, the school has expanded programs in Spanish, French, German, Russian and Japanese.

Most of the state's 16 technical colleges, in fact, offer foreign language courses. "Foreign language in high school is not an entry requirement to a technical college," according to Dr. Dianne Brandstadter, assistant associate director for instruction

A subtle indicator

"Keeping prices competitive may land U.S. businesses foreign contracts, but when prices are close, other much more subtle indicators come into play. Business people's knowledge of the country and language they are dealing with can put them over the top. Also, cheap prices may give business people an initial contract abroad, but communications problems between the buyer and seller can wind up souring future business deals."

Myriam Marquez, "Speak their language to bridge trade barrier," *The State*, 1-12-92, p. 3-D. (First published in *The Orlando Sentinel*, 1-6-92, p. A-8.)

Advertising flub

"Nike, the shoe company, has come out with a television commercial for hiking shoes that was shot in Kenya using Samburu tribesmen. It combines broad shots of brightly clad, dancing men and women, and close-ups of the colorful new boots. There are no words until the very end. Then the camera closes in on the one tribesman who speaks, in native Maa. As he speaks, the Nike slogan, 'Just do it,' appears on the screen.

"Problem. Lee Cronk, an anthropologist at the University of Cincinnati, says the Kenyan is really saying: 'I don't want these. Give me big shoes.' Nike admits its film crew improvised after having trouble getting a Maa version of the slogan. But, says Nike's Elizabeth Dolan, 'we thought nobody in America would know what he said.'

"Just do what?"

The New York Times, 2-15-89, p. 26-1.

with the State Board for Technical and Comprehensive Education. "But we strongly recommend it for the students pursuing Associate of Arts and Associate of Science degrees." The implication for our public schools is clear: foreign language study isn't the exclusive domain of university-bound students anymore.

It's also clear that as South Carolina businesses become increasingly involved in global economics, South Carolinians are having more and more opportunities to meet, work, socialize and share neighborhoods with people from other countries. To insure that these cross-cultural experiences are productive, respectful and enjoyable for all concerned — and to promote cooperation and cordiality within our state — increased cultural awareness among the population is essential.

Here again, foreign language education can help. At all levels of study students of a foreign language are exposed to the customs and beliefs of the language's native speakers. As Dr. Arpan explains, "You can't learn Japanese without learning the culture."

Language skills and cultural awareness, when effectively developed, are complementary keys to success in the 1990s. Together they make good education, good community relations, good business and good sense.

Intellectual reasons for studying foreign languages

Even without global economics and cultural diversity, however, there are other essential intellectual benefits to be gained from foreign language study. Among these is the increased command it gives students of their own language.

Extended study of a foreign language, for example, can actually improve SAT verbal scores. A profile of college-bound 1991 South Carolina seniors revealed that those who had studied a foreign language for four years had a mean SAT verbal score 105 points higher than those who had only two years of a foreign language and 190 points higher than those with less than a year. No other subject, not even English, had such a strong four-year correlation to verbal scores.

Students of foreign languages gain a greater understanding of grammatical structures and syntax and also gain an increase in vocabulary. The study of European languages, both modern and classical, enhances vocabulary building because so many English words are derived from those languages. Languages such as Japa-

Why Foreign Languages?

nese, Arabic and Russian have the additional benefit of requiring students to develop an ability to interpret unfamiliar symbols.

In various studies throughout the country, foreign language study has also been associated with improvements in students' creativity, self-concept, critical thinking abilities, memory, listening skills and performances on standardized basic-skills tests. Foreign language educators Helena Anderson Curtain and Carol Ann Pesola give examples of several such studies in their 1988 book *Language and Children — Making the Match: Foreign Language Instruction in the Elementary School*.

Students also gain an increased appreciation for literature, art and music as a result of exposure to foreign cultures. Mental flexibility is enhanced as a result of the reasoning, problem-solving and conceptualizing processes used in learning a language.

These benefits hold true for the college-bound and non-college-bound student alike. Even students thought to have poor basic skills gain advantages from foreign language study. According to Curtain and Pesola:

This may be an excellent time to shed the "elitist" image that foreign languages have borne for most of this century in the United States. Evidence from the inner-city schools of Philadelphia, Milwaukee and Cincinnati, among others, supports the idea of including learners of all levels of ability and background in foreign language study. Students with poor skills may even have the most to gain from the opportunity to study languages. (p. 47)

In other words, devoting part of the school day to foreign language study does not hurt, and possibly helps, students in their mastery of other subjects — either directly through the application of improved verbal and thinking skills or indirectly as the result of improved self-esteem.

According to an article in the *Iowa FLES Newsletter* (Winter 1989):

The foreign language segment need not pull time away from basic skills — it can be just one more diverse, enjoyable means of reinforcing those skills. A trained elementary foreign language instructor will develop a rapport with the classroom teacher, explore his or her curriculum, and find ways to enhance the instruction of basic concepts at that grade level. The classroom teacher benefits and the language is acquired and internalized, because it is necessary for communication of thoughts... (p. 2)

1991 SAT statistics on S.C. college-bound seniors with foreign language background

Years of study	Mean SAT verbal score
more than 4 yrs.	496
4 yrs.	471
3-3.5 yrs.	440
2-2.5 yrs.	391
1-1.5 yrs.	340
less than 1 yr.	306

The national mean verbal score (all students) was 422 in 1991.

Source: The College Board, 1991 *Profile of SAT and Achievement Test Takers, South Carolina Report and National Report*.

**Foreign language enrollments
in S.C. secondary schools
for 1991-1992 school year**

Languages offered (h.s. credit)	Students enrolled (all levels)
Spanish	33,766
French	18,735
Latin	2,596
German	2,119
Japanese	152
Russian	141
Total	57,509

**Total enrollment in S.C. schools,
grades 9-12: 172,832.**

Source: South Carolina Department of Education, *Secondary Schools Profile of Studies, 1991-92*; and Satellite Education Resources Consortium statistics.

All of this evidence leads to the conclusion that foreign language study should be considered an educational basic, along with English, math, science, social studies, physical education and the arts. We can't afford to think of foreign languages as electives or luxuries anymore.

Some positive steps have already been taken. America's National Education Goals, set by the president and the 50 governors, call for a "substantial" increase in "the percentage of students who are competent in more than one language" by the year 2000. And South Carolina's Education Goals, formulated in 1991, also name foreign language study as one of the areas in which students are to be proficient by the turn of the century.

The main question now is: how do we get there from here?

**Where we are and where we're going
in foreign language education**

To be proficient in a foreign language — that is, to be able to communicate successfully in the language in real-life situations — requires time. Lots of time. The current two years of high school foreign language study required for admission to state-supported colleges and universities are not nearly enough.

Nevertheless, enrollment in high school foreign language programs drops dramatically after the second year of study. For example: during the 1991-92 school year, 18,478 South Carolina high school students took Spanish I and 12,233 took Spanish II, but only 2,517 took Spanish III. Enrollment in Spanish IV dropped dramatically to 323.

Fortunately, another more encouraging trend is developing in the state. Slowly but surely, more and more middle school and elementary school students are being given the opportunity to study a foreign language. In the fall of 1991, 33 percent of students in grades 9-12 were enrolled in a foreign language program, along with 10 percent of students in grades 7-8 and 2 percent in the elementary grades.

We must continue this positive trend. The student who begins learning a foreign language in elementary school and continues studying it uninterrupted through high school has the best chance of becoming proficient in the language. As Curtin and Pesola explain in *Language and Children — Making the Match*:

One of the most important factors influencing the development of language proficiency is the amount of time spent in working with the language. When language

Why Foreign Languages?

learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.

The authors also report that the age of ten is considered a critical time in the development of attitudes towards other people and countries and therefore an ideal time to introduce students to cultures different from their own — all the more reason to introduce foreign languages in the elementary grades.

A vision for the 1990s and beyond

Keeping all these issues in mind — the economic, cultural and intellectual benefits of learning a foreign language and the advantages of beginning study at an early age — this framework establishes and supports three basic premises of effective foreign language education. The premises are: foreign language education for every student; foreign language programs that begin in elementary school and continue uninterrupted through high school; and foreign language instruction that is communication-based.

Together these premises create the vision that will guide foreign language education through the 1990s and into the 21st century. By building on these premises, South Carolina public schools can help prepare all of our students to deal successfully with the challenges and opportunities of a global community.

Basic premises of foreign language education

- Foreign language education for every student
- Foreign language programs that begin in elementary school and continue uninterrupted through high school
- Foreign language instruction that is communication-based

More than one way to communicate

Comunicación

Spanish

Communication

French

Kommunikation

German

そうごりかい

Japanese

ОБЩЕНИЕ

Russian

أُتِفِلْ هَم

Arabic

联络

Chinese

Communicatio

Latin

II. An Effective Program

- *A systematic approach to change*
- *Guidelines for an effective foreign language program*
- *Program models*
- *What languages should we teach?*

Good planning, cooperation and commitment — these are the keys to an effective foreign language program. Continuous, communication-based foreign language instruction for every student in South Carolina requires ongoing coordination at every level of the state's education system.

From kindergarten teachers to college professors, from local school administrators to the State Board of Education, and within every school district in between, a systematic approach must be taken to improve and expand foreign language education in South Carolina's public schools. Only by refining the entire educational system can we help classroom teachers turn out students proficient in more than one language. And only by making a long-term commitment to foreign language education can we hope to be successful.

A systematic approach to change

Continuous, communication-based foreign language education for every student has a number of implications. Qualified foreign language teachers must be recruited in greater numbers to handle increased enrollments. Teacher preparation programs in the state's colleges and universities must emphasize communication skills and equip future teachers with a variety of teaching methods appropriate for the increasing diversity of age levels and learning styles in foreign language classrooms.

Teacher certification requirements must reflect this emphasis on communication and student diversity, and professional development opportunities must be provided so current teachers can keep up-to-date with methodology changes in their field and maintain their own personal language skills. Local school districts, the State Department of Education and colleges and universities must work together to provide quality programs.

Criteria for selecting instructional materials must reflect the need for nontraditional materials in communication-based classrooms. Extra-curricular foreign language opportunities must be

Expanded foreign language education will affect:

- Teacher recruitment practices
- Teacher preparation programs and certification requirements
- Professional development programs
- Instructional materials criteria
- Elementary, middle school and high school curricula
- Educational policy

Ways businesses can help foreign language programs

- Send representatives to local schools to talk to students about the need for foreign language skills in their particular businesses.
- Provide samples of business materials written in foreign languages for teachers to use in the classroom.
- Provide funding for special events, such as an international career day at a local school.
- Sponsor work/study and exchange programs for foreign language students.
- Assist in curriculum development.

provided for students to enhance what they learn in the classroom so real language proficiency can be achieved. And special attention must be paid to the development of foreign language programs in elementary and middle schools, making sure that these programs are coordinated with each other and with local high school programs to insure a smooth progression of skills from one learning level to another.

To encourage the development of foreign language proficiency among South Carolina students and to facilitate the development of quality programs throughout the state, this framework establishes 15 guidelines for an effective foreign language program. These guidelines are to be used by school districts in designing and evaluating foreign language programs; by the state in structuring educational support systems and setting educational policy in areas such as accreditation and accountability; and by colleges and universities in revising teacher preparation programs.

Individual guidelines will be discussed in greater detail in later chapters.

Guidelines for an effective foreign language program

In an effective foreign language program:

1. Every student is given the opportunity to study at least one foreign language.
2. The study of a foreign language begins early in a child's life — ideally in kindergarten, but no later than fourth grade — and study continues uninterrupted through high school.
3. Instruction is communication-based. Functional proficiency in all the basic communication skills — listening, speaking, reading and writing — is the primary goal.
4. Foreign language instruction is a permanent, core component of the school curriculum.
5. Students, parents, teachers, administrators and other interested community members work together in establishing the foreign language program, with special effort made to include local businesses in the process.
6. Instruction in foreign languages emphasizes the higher-order thinking skills inherent in the learning of language, such as reasoning, problem-solving, evaluation, etc.; and because foreign languages adapt easily to an interdisciplinary approach, instruction is coordinated with lessons in other subjects whenever possible.
7. Students receive foreign language instruction several

An Effective Program

times a week — ideally five times, but no less than three times — in classes small enough to facilitate communication.

8. Students are exposed to a language's native speakers and their cultures, with recognition given to multi-ethnic diversity within the language. This can be accomplished through the use of authentic listening and reading materials.

9. The curriculum is sequential and articulated; that is, study of a foreign language is continuous, with a smooth and logical progression of skills from one school year to the next.

10. Ongoing communication and mutual cooperation exist among teachers and administrators at every school level, from elementary to college, to insure successful progression.

11. Guidelines for expected proficiency at specific levels of learning are established and effective methods for assessing student progress are developed.

12. Instruction is provided by foreign language professionals who are proficient in their languages and familiar with a variety of foreign language teaching methods and strategies. Foreign language teachers are provided with ongoing professional development opportunities to maintain and improve personal proficiency.

13. Multimedia and computer technology are available, with centralized resource centers and computer networks established to promote cost-efficiency. Foreign language teachers and school media specialists work together to establish quality collections of foreign language resources.

14. Systematic evaluation and improvement of the program occur at regular intervals.

15. The State Department of Education, colleges and universities, local school districts and local businesses work together in developing and funding recommended programs, activities, materials, equipment and technology.

Program models

Language proficiency is the common goal of all foreign language programs, but there is no one common method for accomplishing that goal. There exist today several program models for effective foreign language instruction from which to choose when designing a program. These models include:

Total Immersion. A program in which students spend most or all of the school day studying content areas (math, science, social studies, etc.) in a foreign language. Instruction in the foreign

Cultural diversity

French is not just the language of France. French is also spoken in Belgium, Canada, French Guiana, French Polynesia, Guadeloupe, Haiti, Luxembourg, Martinique, New Caledonia, Saint-Pierre and Miquelon, Switzerland and 22 African countries, including Algeria, Tunisia and Chad.

An interdisciplinary approach

"The perennial question asked by administrators and classroom teachers is: 'What will we have to take out of the curriculum in order to include foreign language instruction? There is currently not enough time in the curriculum for us to accomplish our existing goals.' A foreign language curriculum that introduces or reinforces some mathematics, social studies, and science concepts, and that incorporates study skills and thinking skills, provides a powerful rationale for justifying a stable place in the curriculum for elementary foreign language instruction."

Helena Anderson Curtain and Carol Ann Pesola, *Languages and Children — Making the Match* (1988), p. 97.

language itself is incorporated into the curriculum as needed.

Partial Immersion. Similar to total immersion, but with less time spent studying content areas in the foreign language.

FLES — Foreign Language in Elementary School. Ongoing foreign language instruction in the elementary grades by a language specialist trained in the learning styles and needs of young learners, with emphasis on the language itself and culture; designed as part of an extended sequence of language study leading to continued study in the secondary grades; is usually taught in 20-60-minute class periods, one-five days a week.

Content-enriched FLES. A FLES program with some time (less than half of the school day) spent studying content areas in the foreign language.

FLEX — Foreign Language Exploratory. A short program, usually presented in middle school, designed to introduce students to languages they will have the opportunity to study in-depth at a later time; emphasizes culture, motivation and introduction to language study.

For more information on how these models work in the elementary grades, see Curtain and Pesola's *Languages and Children — Making the Match*, Chapter 3. In upper grades, the traditional secondary model can be enhanced by the addition of similar nontraditional approaches, such as immersion, content-based instruction, interdisciplinary instruction, individualized study and an international-oriented curriculum.

What languages should we teach?

The guidelines for an effective foreign language program don't specify which foreign languages should be taught. Students, parents, community leaders, administrators and teachers in each school district need to determine that for themselves.

Careful study, however, should precede decisions about what foreign languages to teach in any given community. Factors to consider include: students' future educational and vocational needs; cultural make-up of the community; significance of any foreign investment in the community; and availability of qualified instructors and/or distance learning programs.

An Effective Program

The traditional foreign languages of choice in South Carolina's secondary schools are Spanish, French, Latin and German. The three modern languages are spoken by large populations in countries throughout the world, many of which are important trading partners of the United States. All four languages enhance understanding of the grammatical structures and vocabulary of English and provide access to classic Western literature. While instruction in the modern languages emphasizes oral proficiency, Latin focuses on the written word, fostering a more analytical approach to grammatical structures.

Other languages, in addition to the traditional four, have also gained significance in modern American society. The federal government has identified Arabic, Chinese, Japanese, Korean and Russian as primary critical languages — under the Foreign Language Assistance Act of 1988 — because of the importance of these cultures to the economic and political welfare of the United States. (Japanese and Russian are already making inroads into foreign language curriculums in South Carolina.)

Still other languages address special interests within individual school districts. These might include African languages such as Swahili; Asian languages such as Vietnamese; Eastern and Southern European languages such as Polish, Italian, Portuguese and modern Greek; and Native American languages.

English as a Second Language is also growing in importance as foreign-born citizens move into the state in increasing numbers. Similarly, instruction in non-English languages for native speakers of those languages will become increasingly important as the percentage of international students in the state increases. At present, 55 languages are represented among South Carolina students. During the 1990-91 school year, 1,200 students with limited English proficiency were enrolled in South Carolina public schools. That number rose to 1,500 the following year.

Finally, American Sign Language is recognized by linguists as a complete and separate language. It might be an attractive language alternative for non-hearing-impaired students. The training of non-hearing-impaired students in Sign Language would assist in efforts to make a wider range of experiences available to the hearing-impaired.

In designing foreign language programs, it is important to realize that the number of instructional hours necessary to achieve a given level of proficiency will vary considerably from language to language. This variation does not imply that one language is "more difficult" or "less learnable" for Americans than others. It simply

Factors to consider when choosing foreign languages

- Students' future educational and vocational needs
- Cultural make-up of the community
- Significance of any foreign investment in the community
- Availability of qualified instructors and/or distance learning programs

reflects the degree of difference between the structure of modern American English and that of other languages. (For information on time requirements to achieve speaking proficiency in various languages, see Appendix A.)

World languages

The most commonly spoken languages in the world, in order of prevalence, are:

1. Mandarin
2. English
3. Hindi
4. Spanish
5. Russian
6. Arabic
7. Bengali
8. Portuguese
9. Malay-Indonesian
10. Japanese
11. French
12. German

Source: *The World Almanac and Book of Facts* (1992), pp. 573-74.

III. Making It Work

- *Alternative models for foreign language programs*
- *Teacher certification*
- *Professional development*
- *Student opportunities*
- *A ripple effect throughout the system*

The ideal foreign language program begins in kindergarten and progresses sequentially through grade 12. It includes daily instruction for every student in every grade by foreign language professionals proficient in the languages they teach and trained in a variety of foreign language teaching methods and strategies. In an ideal program, students graduate from high school able to communicate successfully in more than one language. Such a program is the ultimate goal for all South Carolina schools.

Real-life budget constraints and personnel shortages, however, prevent ideal programs from being implemented overnight. But that doesn't mean school districts should wait until the ideal is possible before expanding foreign language education. School districts should introduce foreign language programs in the lower grades at whatever starting point is possible now. Some schools find it practical to add one grade at a time, starting in an upper grade and working backwards towards kindergarten. Others begin in kindergarten and work forwards.

Following are other alternatives to a full-scale, self-contained foreign language program. These in turn are followed by recommendations for improvements in the areas of teacher certification, professional development and student opportunities — recommendations designed to further enhance foreign language education in the state, now and in the long-run.

Alternative models for foreign language programs

Because a shortage of certified foreign language teachers is one of the biggest obstacles to expanded foreign language education, school districts need to look at alternative means of introducing foreign language instruction to students in elementary and middle schools. With some creativity, programs can be developed using a variety of personnel and technological resources, such as those listed below. While itinerant teachers may be used success-

The ideal foreign language program includes:

- Classes in grades K-12
- Enrollment of every student
- Daily instruction
- Teachers with high levels of proficiency in languages taught
- High school graduates with proficiency in at least one foreign language

Alternative foreign language programs might include:

- Itinerant teachers
- High school teachers in elementary classrooms
- Regular elementary school teachers trained in foreign language instruction
- Native speakers in the classroom
- Video and computer technology
- Distance learning

fully on a long-term basis, other models are recommended as interim programs until an effective full-scale program can be implemented.

• *Itinerant teachers.* Districts can provide effective foreign language instruction by sharing personnel among schools. In Spartanburg School District Seven, which has offered French to fourth-, fifth- and sixth-graders since the 1960s, five French teachers serve nine elementary schools. Students receive instruction 30 minutes a day, five days a week.

• *High school teachers.* High school teachers, with some additional training in teaching foreign languages to younger students, can spend part of the school day working in elementary school classrooms.

• *Regular elementary school teachers trained in foreign language instruction.* A course in Teaching Foreign Languages in the Elementary School, similar to courses offered in other subjects, should be added to teacher preparation programs. The course should include training in how to integrate foreign language instruction into the overall elementary curriculum. Such a course should also be offered for practicing elementary school teachers for recertification credit.

A fifth-grade teacher in a Columbia elementary school, who happens to be a native of Germany, teaches German to her homeroom students 10-15 minutes a day, four days a week.

• *Native speakers.* As more and more foreign-born citizens move into the state, school districts have a growing pool of qualified foreign language-speaking residents to use as classroom resources. Two elementary schools in rural Lexington County, Gilbert and Pelion, have offered Japanese to first-graders with the help of a Tokyo native living in the community.

• *Technology.* Until a qualified foreign language teacher can be employed, video-taped programs can be used to introduce foreign languages in the lower grades. These tapes can be either commercially produced or produced by the school district itself and networked to classrooms from a school media center. Computer programs that teach basic foreign language skills are also available.

Blackville Middle School in Barnwell County provides Spanish instruction to all of its students through a computer and

Making It Work

video program developed through the Utah Department of Education Distance Learning Program and IBM. In Lancaster County, a video-taped Spanish program for elementary students is being developed. A native speaker of Cuban origin is filming the series with the help of third-year high school students.

- *Distance learning.* Schools unable to hire foreign language teachers can also take advantage of distance learning programs. The Satellite Education Resources Consortium, a 23-state collaboration including South Carolina, provides foreign language instruction via satellite. During the 1991-92 school year, 34 South Carolina schools were linked to the program, with 152 students studying Japanese, 62 studying Russian and 25 studying Latin.

Teacher certification

There are two main issues related to the certification of foreign language teachers — the need for more teachers and the need for communication-based training. Both issues need to be addressed on the statewide level.

Foreign languages have been designated a critical needs area in the teaching profession. That means that a qualified person interested in teaching a foreign language in a South Carolina public school — such as a college graduate with a major in a foreign language — can obtain a conditional teaching certificate. With a conditional certificate, a foreign language major can begin teaching while completing requirements of the critical needs certification program. In order to meet the growing demand for foreign language teachers, the state needs to recruit foreign language majors into teacher preparation programs in greater numbers.

The state also needs to increase its efforts to get qualified native speakers of foreign languages into the classroom. This should include lobbying for legislation to allow non-U.S. citizens to become certified teachers.

Once in a preparation program, prospective teachers need to learn the basics of communication-based instruction for appropriate age levels. Candidates for teacher certification in foreign languages should acquire a minimum level of speaking proficiency of intermediate-high (according to American Council on the Teaching of Foreign Languages guidelines) in any language to be taught, with the exception of classical languages. This required minimum level of proficiency for teachers should be raised eventually to advanced.

Some proficiency definitions

According to ACTFL proficiency guidelines, an intermediate-high speaker is one who is "able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident."

An advanced speaker is one who is "able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing."

American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines* (1986).

Don't forget cultural nuances

"Someone at the United Nations once fed a common English saying into a translating computer. The machine was asked to translate the statement into Chinese, then into French, and finally back into English. The phrase chosen was 'Out of sight, out of mind.' What came back was 'Invisible insane.'"

Richard Lederer, *Anguished English* (1987), p. 137.

Prospective foreign language teachers should also receive training in the following:

- second language acquisition theory
- instructional methodology for dealing with diverse learning styles
- specialized methodology for elementary grades if planning to teach in elementary school
- interdisciplinary approaches to foreign language education
- the integration of culture (up-to-date, everyday culture) into language study
- the use of authentic foreign language materials — such as newspapers, menus, short stories, TV commercials, etc. — in the classroom
- the use of multi-media and computer technology

Ideally, prospective teachers should also have the opportunity for subsidized study in a foreign country.

Colleges and universities need to restructure teacher preparation programs to include the above recommendations. Preparation programs for elementary school teachers should also allow for the possibility of a concentration or minor in a specific content area, with foreign languages included as one of the options. Certification programs are also needed in lesser-taught languages, such as Russian and Japanese.

Professional development

Practicing foreign language teachers need two things from professional development programs — opportunities to keep up-to-date with theory and methodology in their field and opportunities to maintain and enhance personal language skills. Both the state and local school districts should provide leadership in planning, funding and publicizing professional development opportunities for teachers, and colleges and universities should make an effort to provide needed programs. Programs should include:

- instruction via multi-media
- distance learning
- weekend immersion programs
- accessible summer programs
- subsidized foreign study

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- recertification credit for foreign travel
- short-term teacher exchange programs
- release time to upgrade language skills and teaching methods
- paid sabbatical
- business-sponsored professional development
- teacher-of-the-year awards and incentives
- college-level courses

Teachers should receive recertification credit for professional development experiences. Some recommended topics for professional development programs are:

- the use of authentic foreign language materials
- the use of multi-media and computer technology
- meeting the needs of diverse learners
- teaching foreign languages to elementary students

Student opportunities

Students need opportunities beyond the traditional classroom to practice and develop language skills if they are to develop a high level of proficiency in a foreign language. Extra-curricular activities are also a good way to expose students to other cultures. Some recommended student opportunities are:

- a governor's school for foreign languages
- weekend immersion programs
- summer immersion programs
- school exchanges, with appropriate high school credit given for subjects studied abroad
- experiences as teaching assistants
- study tours
- business-sponsored work/study programs
- career education, with emphasis on careers available to persons who are multilingual
- scholarships for study abroad
- pen pals
- guest speaker programs
- cultural experiences, such as movies, plays, etc.
- international days/weeks
- interdisciplinary work — that is, instruction in other subject areas conducted in a foreign language

Foreign TV broadcasts

Satellite Communications for Learning (SCOLA) is a resource for authentic materials for classroom use. SCOLA — which is based in Omaha, Nebraska — provides a 24-hour foreign television channel, with live news broadcasts, weather forecasts, commercials and human interest stories from about 40 countries. A subscription to SCOLA also includes transcriptions and translations of broadcasts, teaching aids and same-day FAX copies of front pages of major newspapers from throughout the world.

Teachers working together

The Foreign Language Curriculum Framework Writing Team, the group responsible for writing this framework, is an example of teachers from all levels of the education system working together to coordinate foreign language education. The team consists of teachers from elementary school, middle school, high school and university programs.

- computer on-line communications
- news broadcasts from other countries
- interactive multi-media
- recruitment of potential post-secondary language majors to become foreign language teachers

A ripple effect throughout the system

The introduction of communication-based foreign language study in the elementary grades doesn't happen in a vacuum. It has a ripple effect throughout the education system, influencing all subsequent foreign language programs — all the way up to the university level. High school foreign language programs especially must be reassessed and reorganized to meet the needs of students who come to high school already possessing basic foreign language skills.

The standard high school introductory foreign language course is not suitable for the student who has already studied a language for several years. Different entry points must be established for students with different proficiency levels. In addition, high schools will need to offer more advanced classes to accommodate the growing numbers of students who begin foreign language study in elementary school.

An effort must also be made to get the state's colleges and universities to rethink foreign language placement tests for their entering students. The traditional grammar-based placement test is not the best way to test the modern foreign language student, who has studied with an emphasis on communication. Some means of testing for communication skills must be developed to accompany testing for grammatical skills.

As existing foreign language programs are reevaluated and new ones are established, it is essential that teachers from all levels of the education system be included in decision-making processes. Teacher involvement and interaction provide the surest way to accomplish successful coordination of programs throughout a student's educational career, from kindergarten through college.

IV. Performance Objectives

- *Organizational plans*
- *The need for assessment and evaluation*
- *Learning outcomes for elementary and middle school students*
- *Learning outcomes for secondary students*
- *The Latin alternative*

A French festival — complete with music, dancing, food and a “street celebration” in the school cafeteria — culminated a year’s worth of exposure to French language and culture for students at a Lexington County elementary school. All ages of students, from kindergartners to sixth-graders, participated to varying degrees in the introductory language program during the 1991-92 school year.

As students begin studying foreign languages at younger and younger ages, it becomes increasingly important to design programs that take into account the varying needs and developmental stages of learners at different grade levels. It is also essential that programs be what foreign language professionals call sequential and articulated. Simply put, that means that the study of a foreign language should be continuous and cumulative, with a smooth and logical progression of skills from one school year to the next.

Concepts and topics can be recycled and expanded from year to year, but tasks become more challenging and complex. Instruction in fourth grade, for example, must be more than a review of material covered in third grade. Fourth-grade communication skills must build on and surpass those developed previously.

At all levels of foreign language education, no matter when study begins, instruction should be based on three primary objectives. The main goals of a sequential, articulated foreign language program, from elementary grades through high school, are: the development of communication skills in reading, listening, speaking and writing; appreciation of different cultures; and recognition of the value of language study.

Organizational plans

When planning expanded foreign language programs, school districts need to give careful attention to student entry points into the programs so that an articulated sequence can be achieved. Several models — such as the Foreign Language in Elementary

Primary goals of foreign language instruction, K-12

- Development of communication skills in listening, speaking, reading and writing
- Appreciation of different cultures
- Recognition of the value of language study

A continuous sequence

"School language programs in other countries are quite different from ours. Language is most often an expected and a required part of the curriculum; students begin their first foreign language by age 10 and often add a second one in high school. The sequence is continuous, and students finish pre-university education with six or more years of language study. Questions of curriculum aside, we need to consider ways to start language study as early as possible and to retain students in language classes through their senior year."

The College Board, Academic Preparation in Foreign Language (1986), p. 106.

School (FLES) and Foreign Language Exploratory (FLEX) models described in Chapter II — exist for organizing foreign language programs. In large districts with sufficient personnel and financial resources, there may be two or three models in place.

Whatever model is used, a smooth progression in student communication skills must be achieved for the program to be effective. The most important factor to consider is that once started, foreign language study should continue uninterrupted. A student taking Spanish I in eighth grade, for example, should take Spanish II in ninth grade, not 10th or 11th. And a student beginning foreign language study in elementary school should continue that study throughout middle and high school.

Possible organizational plans, with varying student entry points, include:

- a sequential program beginning in kindergarten and continuing through secondary school
- a sequential program beginning in mid-elementary school and continuing through secondary school
- a sequential program beginning in lower middle school and continuing through secondary school

On entering high school, students should be encouraged to continue study in the foreign language begun in elementary school. In addition, students should also be encouraged to begin study in a third, and possibly a fourth, language.

Some provision must be made for transfer students who enter sequential elementary and middle school programs mid-stream. In the lower elementary grades, new students should be integrated into existing classes on the students' appropriate grade levels. In the upper elementary and middle school grades, districts with large transfer populations should offer additional classes for beginning students. In high school, careful grouping must be provided so that beginners in a language are not placed in the same class with students who have some proficiency in the language.

The need for assessment and evaluation

Periodic assessment of student progress at designated points in the foreign language program is necessary both to evaluate program quality and to insure the smooth transition of students from one learning level to another. Students must demonstrate competency in defined communication tasks at appropriate times in

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elementary and middle school programs, to be determined by entry points into those programs.

Student progress should be measured by a combination of achievement testing (traditional testing that measures knowledge of a specific body of material taught in the classroom) and proficiency testing (open-ended testing that gauges the ability to function in real-life situations). Interviews with students, videotapes, checklists and portfolios are some of the useful methods for determining student proficiency.

After grade 8, students may enter secondary year 1, 2 or 3, depending on proficiency level and district policy. Student progress should be assessed again at the end of secondary years 2, 3 and 4, with successful completion of designated proficiency levels noted on student transcripts. Assessments on the secondary level should also include videotapes, portfolios, etc., along with more traditional testing methods.

An effective foreign language program takes into account that individuals develop language proficiency at different rates and that a pre-determined set of performance objectives can't always be met within the confines of the traditional 180-day school year. Foreign language assessment is also complicated by the fact that students enter beginning levels of language study at different grade levels. For that reason, traditional grade-level standardized testing methods are not always appropriate for foreign languages. A fifth-grader with six years of foreign language study will have to be tested differently than a fifth-grader with only two years of study.

Following are summaries of expected learning outcomes for students in different levels of foreign language study. The outcomes are based in part on national proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and should be used as a basis for student assessments. Assessments, to be effective, should focus on culturally appropriate communication skills in listening, speaking, reading and writing.

For a summary of oral proficiency ratings, see Appendix B. For more information on proficiency in all four areas of communication, see the *ACTFL Proficiency Guidelines* (1986), published by the ACTFL Materials Center in Yonkers, New York.

For more information on learning outcomes, secondary teachers are referred to the *South Carolina Framework For Foreign Languages*, published in 1990 by the South Carolina Department of Education. It is hoped that in the near future a similar in-depth curriculum guide will be developed by the state for elementary and

Sample proficiency testing

- Ask student to say several sentences about various objects in the classroom.
- Ask student to say a complete sentence for each of several sports cards.
- Show student a picture of a storefront and ask student to identify items that could be purchased there.
- Have student relate a portion of a familiar story by making a statement about each of several picture cards in proper story sequence.

Source: Ferndale, Michigan, Public Schools, *Elementary Foreign Language Instructional Objectives, Grades 4-6* (1990).

Weather activity

"Draw a window on the chalkboard. Direct the children to go to the board and draw the weather in the window as you describe it. (Variation: Use a felt or magnet board and have children choose elements to place in the window.) To activate the language, you might lead a discussion about what time of year this weather represents, whether children like or dislike this kind of weather, and what kinds of activities they enjoy in this weather."

Helena Anderson Curtain and Carol Ann Pesola, *Languages and Children — Making the Match* (1988), pp. 239-40.

middle school foreign language programs and that information on a year 5 will be added to the secondary guide.

Learning outcomes for elementary and middle school students

Elementary School

In the beginning of a sequential elementary program, focus should be on listening and speaking skills. Reading and writing skills will develop later as students become more proficient in reading and writing in their native language. The following outcomes are designed to be compatible with outcomes on the secondary level so a sequential program can be achieved and are based on the assumption that students receive foreign language instruction three-five days a week.

Listening tasks — The student will be able to:

1. carry out simple commands
2. respond to questions based on narratives, dialogues or announcements, to be presented either electronically or orally by the teacher
3. identify and categorize familiar vocabulary items
4. sequence events
5. draw a picture based on an oral description, narration or command

Speaking tasks — The student will be able to:

1. answer personal questions
2. role-play from a prepared dialogue
3. respond appropriately in face-to-face conversation, e.g. "Yes, let's go" and "I'm 8 years old"
4. describe a picture or object
5. give a command suggested by a picture
6. perform puppet shows
7. relay information to another student
8. describe self or family members
9. use appropriate courtesy phrases, e.g. "please" and "thank you"
10. express likes, dislikes, preferences

Reading tasks — The student will be able to:

1. scan for specific information

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2. identify text types, such as menus, newspaper articles, TV schedules, etc.
3. match labels with pictures
4. sequence events based on a reading passage
5. perform written commands
6. predict the outcome of a story
7. make checklists of related words in a reading passage

Writing tasks — The student will be able to:

1. copy words and sentences written in the foreign language
2. label pictures or objects
3. list and categorize familiar vocabulary
4. write familiar commands
5. complete dialogues with familiar material
6. fill out simple forms
7. write cards, brief messages, casual invitations, thank you notes
8. express likes, dislikes, preferences

Cultural tasks — The student will be able to:

1. demonstrate an awareness of language/social variables, such as familiar and formal "you," or behavior patterns, such as handshakes and embraces
2. recognize similarities and differences in cultural customs, such as celebrations of holidays
3. recognize and name typical foods
4. sing songs and recite rhymes
5. name and locate countries and major geographical features, such as rivers, mountains and oceans
7. identify flags, landmarks, monuments and major historical figures

Topics: "About me" (age, physical attributes, health, likes/dislikes); friends and others (greetings, classmates); school and career (classroom vocabulary); home life (family, house, pets); natural world (weather, geography, animals); political and social world (cities, nations).

Middle School

Tasks in the middle school grades should be essentially the same as those in elementary school, but with age-appropriate

Food for thought

"An ideal elementary school foreign language setting will offer access to a kitchen, in which food can be prepared with maximum involvement of the students. If no kitchen is available, many food activities can take place in the classroom itself with a minimum of equipment; for example, making sugar popcorn for students in French and German classes or making a French breakfast with French bread and unsalted butter or with a croissant and hot chocolate drunk out of bowls. German or French language classes might make cheese fondue with butter-milk and Swiss cheese in an electric fondue pot. Spanish classes might prepare tacos, tostadas, or fried plantains."

Helena Anderson Curtain and Carol Ann Peesola, *Languages and Children — Making the Match* (1988), pp. 258-59.

Authentic materials

Foreign travel is one of the best ways to collect authentic materials for the foreign language classroom. During their travels, teachers often visit "toy stores, bookstores, record stores, and novelty and souvenir shops." Some of the finds they bring back with them range "from empty packaging for candy and soft drinks to menus, coins, and ticket stubs."

A teacher who can't travel can correspond with an English teacher in another country. The two teachers can exchange materials as needed without great expense. Also, free posters and brochures are often available from travel agencies, embassies and consulates, visitors' bureaus in major cities, international airlines and multinational businesses.

Helena Anderson Curtain and Carol Ann Pesola, *Languages and Children — Making the Match* (1988), pp. 200-201.

activities and topics, increased use of authentic texts and more emphasis on reading and writing.

Listening tasks — *The student will be able to:*

1. get the main idea of authentic listening texts such as weather reports, news items, songs
2. relay a message from an announcement or phone call

Speaking tasks — *The student will be able to:*

1. participate in and maintain conversations
2. give a more extended response to questions
3. describe familiar objects and people

Reading tasks — *The student will be able to:*

1. read letters, paragraphs, conversations
2. sequence events
3. draw conclusions
4. read authentic ads and cartoons

Writing tasks — *The student will be able to:*

1. write letters to friends and pen pals
2. write a brief autobiography
3. write original dialogues

Cultural tasks — *The student will be able to:*

1. compare American customs to foreign customs
2. research and report on landmarks and historical figures

Topics: "About me" (hobbies, beliefs, opinions, clothes); friends and others (dating, pen pals, phone); school and career (professions, school subjects); home life (vacations, chores, rules); natural world (nature, environment); political and social world (social customs, etiquette); and all topics from elementary school.

FLEX

The goals of a short-term FLEX program are for students to develop an interest in foreign languages, learn basic words and phrases, develop listening skills and develop cultural awareness.

Tasks and topics — *Student will be able to:*

1. recognize and identify countries where a language is or was spoken

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2. use common words and phrases
3. recognize a language in speech and writing
4. list and discuss reasons for continued language study
5. recognize cognates, roots, derivatives
6. recognize and list common foods, holidays, customs
7. identify influences of the language and culture on American or local culture and heritage

Learning outcomes for secondary students

The secondary outcomes are taken from the *South Carolina Framework for Foreign Languages*, which in turn is based on proficiency guidelines of the American Council on the Teaching of Foreign Languages.

Listening

Years 1 and 2 tasks — The student will be able to:

1. identify text types
2. comprehend key words and phrases
3. understand simple utterances
4. identify main idea in a limited way

Content/context: Very familiar material supported by non-linguistic aids (visuals, sound effects, voice tone, speed of delivery).

Year 3 tasks — The student will be able to:

1. detect attitude of the speaker(s) with reference to pitch, intonation and structural features
2. understand topic, main idea and some supporting detail in authentic material
3. understand simple questions and answers, simple statements and simple face-to-face communications

Content/context: Familiar and predictable material with varied text types, topics and social situations.

Year 4 tasks — The student will be able to:

1. understand most face-to-face communications at normal rate of delivery with some repetition
2. follow and summarize in English narrations of factual material and non-technical prose

Listening comprehension

Student hears part of a conversation:

Camarero, tráeme el menú cuanto antes. Tengo mucha hambre y quiero comer.

Student is then asked to identify where the conversation occurs, choosing from the following possible answers:

- a. *en el campo*
- b. *en un motel*
- c. *en un restaurante*
- d. *en un jardín*

Source: The South Carolina Council on Foreign Language Placement and Curriculum, *Report on Foreign Language Placement Testing and Procedures at Post-Secondary Institutions in South Carolina* (1990), p. 35.

Speaking accuracy

By the end of the fourth year of foreign language study, a student's speech should be "comprehensible to native speakers not used to dealing with foreigners." The speech should include "few errors in basic structures that hinder comprehension." Vocabulary should be "relatively broad, but not always precise." The student should also exhibit "emerging ability to speak in paragraph structures."

Source: South Carolina Department of Education, *South Carolina Framework for Foreign Languages* (1990), p. 23.

3. comprehend main ideas and most supporting detail in factual texts relating to everyday topics
4. comprehend main idea in texts on familiar abstract topics

Content/context: Familiar and predictable material with more complex and varied text types, topics and social situations; wide variety of general and concrete topics.

Speaking

Years 1 and 2 tasks — The student will be able to:

1. use learned material in simple statements and functions in order to:
 - a. provide name, place of origin and simple personal information
 - b. name and list common objects, people, places, signs
 - c. express minimal courtesy
 - d. express agreement and disagreement
 - e. express membership in an organization, family, institution
2. recombine learned material in order to:
 - a. ask and answer questions
 - b. participate in short conversations
 - c. describe and narrate in short, isolated sentences

Content/context: Face-to-face conversations and everyday situations.

Year 3 tasks — The student will be able to:

1. ask questions, narrate and describe in original sentences
2. narrate with appropriate references to general time frame (past, present, future) some of the time
3. transfer and apply learned material to a wide variety of new situations
4. give instructions and simple reports
5. participate in casual conversations
6. compare familiar concrete objects
7. get into, through and out of a simple survival situation, such as misplacing keys or asking directions

Content/context: Simple classroom reports, descriptions, narrations,

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get-acquainted conversations and everyday personal transactions.

Year 4 tasks — The student will be able to:

1. deal with minor complications in realistic situations, such as being overcharged in a store
2. narrate and describe with appropriate reference to general time frames (past, present, future) most of the time
3. participate actively in a wide variety of everyday conversations appropriate to age level

Content/context: See lists for years 1, 2 and 3.

Reading

Years 1 and 2 tasks: The student will be able to:

1. recognize letters, diacritical marks, isolated words and phrases
2. identify common texts and formats
3. identify certain specific information on concrete topics with strong contextual support
4. comprehend the topic and main idea in familiar material with strong contextual support and frequent use of cognates and derivatives

Content/context: Very familiar material supported by non-linguistic aids (visuals, sound effects, voice tone, speed of delivery).

Sample text types: Lists, short memos and notes, menus, schedules, short advertisements, short dialogues, short interviews, short concrete descriptions.

Year 3 tasks: The student will be able to:

1. use a bilingual dictionary some of the time to determine the meaning of unknown key words
2. comprehend the topic, main ideas and some supporting detail in narratives and other connected texts on concrete familiar topics
3. draw conclusions and make inferences from texts dealing with concrete familiar topics some of the time

Content/context: Familiar and predictable material with varied text types, topics and social situations.

Reading activity

Objective: To recognize names of various foods, food groups and nutrition terms.

Learning task: Students will read an illustrated list of foods and calories.

Procedures: The teacher distributes the list and guides the students through a discussion in French of diets, foods and health. Some vocabulary should be introduced if the students are not familiar with it: *mincir, maigrir, perdre, kilos, mets, cru, poivron, huile, matière grasse, santé*. The following questions can be asked: *Qu'est-ce qu'on mange quand on veut maigrir? Est-ce qu'il faut manger beaucoup de beurre? Est-ce qu'on mange des fruits et des légumes si on est au régime?*

Source: South Carolina Department of Education, *South Carolina Framework for Foreign Languages* (1990), p. 119.

Writing activity

Students are directed to look at photographs of signs, such as the one below, and then expand on the meaning of the signs for other students. Students are told to pick up word cues and other cues from the signs.

**Hunde sind an der
Leine zu führen**

und dürfen nicht ins Wasser

Source: Winkler, George and Margrit
Meinel Diehl, *Für Euch zum Schreiben!*
Workbook (1985), p. 110.

Sample text types: Narrative and descriptive texts, TV and radio guides, messages, personal letters, recipes, headlines, tables of contents and indices, maps, simple short stories and poetry, newspapers, magazines and all text types from years 1 and 2.

Year 4 tasks — The student will be able to:

1. use a bilingual dictionary in most instances to appropriately comprehend words inaccessible through context
2. comprehend the main ideas and most supporting details in factual narrations and descriptions
3. comprehend and provide short summaries of texts on familiar abstract topics some of the time
4. compare and draw conclusions about basic meaning from short fiction and poetry where structure and content are logical and predictable

Content/context: Familiar and predictable material with more complex and varied text types, topics and social situations; wide variety of general and concrete topics.

Sample text types: Newspaper stories, routine reports, literary texts that are predictable and logical, editorials, formal correspondence.

Writing

Years 1 and 2 tasks — The student will be able to:

1. copy material in familiar contexts
2. list, identify and label
3. provide biographical information
4. write dictations covering learned and familiar materials
5. write original sentences using very familiar and/or learned material

Content/context: Dictations, short biographical statements, short descriptions, narrations, messages, personal notes.

Year 3 tasks — The student will be able to:

1. write original sentences and questions to fulfill practical needs and some limited social demands
2. write original:
 - a. short messages
 - b. paragraphs

Performance Objectives

- c. notes, letters, cards
- d. short directed compositions
- e. simple notes on readings and/or lectures
- 3. use a bilingual dictionary in writing to locate some unknown or unfamiliar words

Content/context: Short messages, paragraphs, notes, letters, cards, short compositions, notes on readings and/or lectures.

Year 4 tasks — The student will be able to:

1. write in a variety of everyday circumstances, such as:
 - a. social and formal correspondence
 - b. essays of several paragraphs
 - c. resumes with some detail
 - d. summaries, descriptions, narrations
 - e. detailed notes on readings and lectures
 - f. statements of opinion with some simple explanation
 - g. paraphrases
2. write coherent paragraphs to express opinions with some explanation

Content/context: See number 1 above.

Secondary Topics

Years 1 and 2 — Basic classroom objects, school activities, family members, time expressions, weather/seasons, nationalities, self-identification, professions, simple greetings, basic courtesy expressions, likes/dislikes, leisure time, phone conversations, transportation, colors, numbers, dates, clothing, food, body, health, animals, money, travel, directions, location, shopping.

Year 3 — Familiar everyday topics, biographical information, personal information, post office, future plans, invitations, directions, restaurants, foods, lodging, money, hobbies, shopping, health, instructions and all topics from years 1 and 2.

Year 4 — Current issues, education, travel, history, politics, leisure, cultural customs and all topics from years 1, 2 and 3.

Communication in action

"One morning a student came running into my classroom to excitedly report that she had had an opportunity to do something useful with her Spanish. She had a part-time job working in a department store and a non-English-speaking customer came in with a problem. No one could understand what he was trying to communicate and he was becoming increasingly frustrated and upset.

"Someone happened to remember that my student was taking Spanish in high school so she was sent up front. She was able to understand the problem, explain to the customer what he needed to know and resolve the conflict. (He thought he had been overcharged because he had misread a sale sign.)

"The customer left satisfied that he had been treated fairly, the store gained respect for my student, and she felt great about her accomplishment."

Submitted by a Spanish teacher at Lancaster High School.

Latin for young learners

"A renaissance of sorts has taken place in the study of Latin in recent years, and much of the activity has centered on the elementary school curriculum. Grades 4 through 6 have proved to be an excellent time to begin the study of a classical language. These formative years are ideal for building a foundation for future modern language study as well as a solid basis for improved native language skills. The largest elementary school Latin programs have been situated in large urban systems: Philadelphia, New York, Washington, D.C., Los Angeles. They have been responsible for introducing foreign language to students who might otherwise have missed the chance, and in addition they have provided these students with valuable general academic skills."

The College Board, Academic Preparation in Foreign Language (1986), p. 52.

The Latin alternative

Latin is a popular alternative to modern languages. Because Latin is no longer a spoken language, its goals and outcomes are somewhat different from the others. Reading is the primary objective of the Latin program, supported by limited skills in writing, speaking and listening.

The ability to read Latin requires the learning of vocabulary and analysis of grammatical structures. Reading skills progress from simple phrases and sentences of "made-up" Latin to longer passages adapted from Latin authors and, for advanced students, to authentic Latin texts (in both prose and poetry) from authors such as Caesar, Cicero, Horace, Catullus and Vergil.

Another goal of the Latin program is cultural awareness. Students study Roman daily life, art, architecture, history, literature, myths and legends. As a result, students become better equipped to analyze, understand, criticize and respect the diverse cultural threads of the modern world and to achieve cross-cultural understanding.

V. Students and Teachers

- *A cognitive approach*
- *Different ways to learn*
- *The eclectic teacher*
- *Communication skills/sample activities*
- *A word about grammar*
- *An interdisciplinary approach*

An elementary school foreign language teacher in Spartanburg uses St. Patrick's Day as an occasion to teach French vocabulary. She asks her students — speaking French throughout the lesson — what color they're wearing today. "*Vert*," they answer. And what specific articles of clothing are *vert* today? "*Mes chaussettes*," is one reply. The teacher lightly pinches a student's arm, an old St. Patrick's Day custom, and asks what part of the body she has just touched. "*Le bras*," she's told. And how might a person feel if pinched too hard? "*J'ai mal au bras*," one student wails, acting out his imagined pain for the class.

This seemingly simple lesson has a lot going on. The teacher has appealed to students' multiple senses; she has emphasized conversational communication; she has made the students an active part of the lesson; and she has made learning a foreign language fun. This is the way languages are taught today.

A cognitive approach

Today's foreign language teachers place less emphasis on development of native-like pronunciation and grammar and more emphasis on the ability to understand and be understood. They rely less on repetitive drills and more on listening and speaking activities designed to simulate real-life situations.

Today's foreign language students are producers of real language, not just repeaters of phony dialogues out of text books. They are active participants in a two-way street of communication, not simply memorizers of vocabulary and grammar rules.

A field once heavily influenced by behaviorist methodology — which was based on the belief that if students heard and practiced native-like pronunciation and grammar often enough, proper language habits would eventually become second nature to them — now incorporates approaches to language learning based on cognitive psychology.

Meaningful learning

"Learning should always be *meaningful*; that is, students should understand at all times what they are being asked to do. New material should always be organized so that it is relatable to students' existing cognitive structure. Since not all students learn in the same way, the teacher should appeal to all senses and learning styles."

Alice C. Ormaggio, *Teaching Language in Context* (1986), p. 67.

Cooperative learning

At Lexington High School, French students work in groups of four or five to create and produce — often on videotape — original news broadcasts, complete with news reports, commercials and weather forecasts in French. This project requires some knowledge of current events, a certain amount of creativity and a good deal of cooperation.

Cognitive psychology views the mind as a creative, dynamic agent of learning — an active participant in the learning process, not simply a sponge soaking up information and responding to stimuli. According to cognitive theory, individuals control and are responsible for their own learning. Learning is an internal process, not an external force.

In applying cognitive methodology, foreign language teachers have moved from treating knowledge of a foreign language as an end in itself to treating the language as a means to a more significant end: communication. Emphasis has changed from what students *know* about a language to what students can actually *do* with a language. As a result, several trends have developed in foreign language classrooms in recent years, including:

- student-centered instruction, with students having as much — if not more — opportunity to speak as the teacher, and with students participating in decisions about topics to be discussed
- more conversation *in* the language and less conversation *about* the language
- more opportunities for cooperative learning (working in pairs and small groups) and less reliance on competition
- more emphasis on acceptable communication and less on rote-like pronunciation and grammar
- more use of authentic cultural materials — such as restaurant menus, newspapers and television programs — as springboards for communication in the language and less separation of the study of culture from language production
- the use of interweaving/spiraling/recycling — or teaching the same thing in different ways — to reinforce what is taught and to meet the needs of students with different learning styles
- an interdisciplinary approach, in which foreign language instruction is combined with instruction in other subject areas

Here's an example of a communication-based lesson in action: A student leaves the classroom. While the student is gone, something in the classroom is hidden from view. The student returns and follows the directions of classmates in order to find the missing object. The student can't do anything without first being

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told to do so by classmates. All talking among students, of course, is done in the foreign language.

In an activity like this, students are using language and getting results. That's what communication is all about.

Different ways to learn

As theories about the teaching of foreign languages have evolved over the years, so have opinions about how students learn. Research has shown that when confronted with learning another language, students exhibit a variety of individual learning styles and strategies.

For example, some students are more visual than others, some are more auditory and still others are more kinesthetic (meaning they have to physically experience something before they can learn it). Foreign language teachers must take these differences into account when planning classroom activities. They can't expect to teach all of their students in the same way, because all students don't learn in the same way.

Most teachers are familiar with the basic tenets of educational psychology and can cite examples of students who illustrate perfectly one theory or another. But teachers must go beyond general theories and delve more deeply into the matter of individual learning styles and strategies if they want to maximize their effectiveness as teachers. They must realize that learning styles run the gamut from the logical, analytical, bit-by-bit approach of some students to the holistic orientation of others; from the shy, low-key manner of the introvert to the expansive, communicative way of the extrovert.

Learning strategies — the actual operations used by students to acquire, store and retrieve information — are equally varied. It is probable, in fact, that no two language students in a given class will deal spontaneously in the same manner with the same language-learning task.

In spite of the variety of learning strategies that students use, however, some tentative conclusions have been reached about general tendencies. Rebecca Oxford and David Crookall, writing in a 1989 issue of the *Modern Language Journal*, have compiled a list of generalizations about language-learning strategies (pp. 413-14). Paraphrases of key points follow:

- A variety of strategies are used by good learners — strategies for organizing, focusing and evaluating learning;

Reading styles

"Reading is various. It changes as the message or story comes into focus, and it alters in tune with the reader's purpose.... Standing at a bus stop, a reader can skim the posted notice just to find out if he is at the right stop on the right line. He can also read the schedule through, studying it, because he wants to know what he can expect of public transportation at various times of the day. He can investigate the schedule carefully for an answer to a larger question: 'How does this city share its resources between housing projects and middle-class neighborhoods?'"

"Teachers know this variety and want their students to recognize it. After all, that is why foreign language classes include dialogues, stories, and menus. But mere offering is often not enough. Teachers may literally have to act out the way their reading changes, in order to make the variations in approach visible and concrete for students."

Bette Hirsch, *Languages of Thought: Thinking, Reading, and Foreign Languages* (1989), p. 29.

Useful reading strategies

- Identifying familiar words first while scanning material
- Looking for words that resemble English words
- Guessing meaning of words based on context
- Using clues from titles and illustrations
- Underlining unfamiliar words and phrases
- Identifying main ideas in text
- Scanning the text for specific information
- Predicting logical outcomes of stories

strategies for handling personal attitudes and emotions; strategies for dealing with unfamiliar sounds, writing systems and cultural values; and strategies for working with others.

- It is advisable for teachers to teach learning strategies overtly so that students become aware of how best to use them. For optimal results, this instruction should be incorporated into routine classroom activities.

- Teachers usually don't know which strategies their students are using until they've conducted some form of research, either formally or informally.

Not only must teachers recognize that their students use different learning strategies, they must also help their students select and implement the most appropriate strategies for specific language-learning tasks. For example, teachers can instruct students to use nonverbal clues to meaning when listening to narrations or dialogues; to group like-words together when learning vocabulary; and to identify all familiar words first while scanning written material. In short, teachers must teach the language while at the same time helping their students discover the most efficient ways for them, as individuals, to learn the language.

The fundamental realization that people learn in different ways is sometimes obscured in a search for "The Method" that will prove professionally rewarding to teachers and satisfying and effective for their students. But if teachers continue to pursue "The Method" without taking into account that it may not be appropriate for all of their students, they are doomed — if not to failure, then at least to limited success.

That is not to say that teachers must design personalized lesson plans for all of the 150 or so students they teach each school day. But teachers must develop multiple approaches, to be used in varying combinations, if they hope to be effective with all of their students. It is the teacher's responsibility to become aware of students' different learning styles and of the strategies they use in conjunction with those styles and then to determine how students can make the most appropriate match between the two.

The eclectic teacher

As has been made clear in previous chapters, there is no one model for an effective communication-based program. Many

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foreign language professionals advocate using elements from several models.

An eclectic approach allows for both individual teaching styles and individual learning styles. Some guidelines do exist, however, for the effective foreign language classroom, where the main goal is to help each student develop into an individual who exercises fluency, flexibility and originality with language. Guidelines include:

- Create a secure environment that fosters risk-taking and "can-do" attitudes. Bette Hirsch writes in *Languages of Thought: Thinking, Reading, and Foreign Languages*: "Teachers now value the student who will risk generating a novel sentence as much as the student who has a keen sense of grammatical patterns." (p. 8)
- Focus on communicative ability more than technical correctness. Congratulate a student for successfully getting a message across to the rest of the class, even if the message includes grammar or punctuation mistakes.
- Expose students to topics that trigger their interests and then relate those interests to other cultures. High school students, for example, can practice language use while discussing dating practices in another country. Career-related topics are also good.
- Take into consideration students' readiness in their native language. Look for children's books written in foreign languages to use in elementary school foreign language classes, for example.
- Use a variety of teaching techniques, appealing at different times to all five senses, to accommodate the variety of learning styles and strategies among students. Allow a student to hold an orange and smell an orange while learning the foreign name for the fruit and the student will have an easier time remembering the new word.
- Use a combination of individual, pair, small-group and class activities, all in the language being studied, such as:

1. Speaking individually, students can narrate to the class things they did over the weekend.
2. Working in pairs, one student can interview another about a topic of interest.

Foreign language materials useful in the classroom

- Newspapers and magazines
- Television and radio spots
- Short stories and poetry
- Children's books
- Restaurant menus
- Hotel bills
- Airplane/train schedules
- Help-wanted ads
- Job resumes and applications
- Personal letters
- Greeting cards

Cultural appropriateness

"Part of learning a new language is learning to recognize differences in world views, customs, beliefs, and social conventions. If a speaker wants to express a certain emotion in a [foreign] language — a sense of urgency, anger, impatience, deference, or authority, for example — in what manner can the emotion be expressed? Which voice modulations, facial expressions, and gestures would be culturally appropriate? Students need to learn that cultures are often quite different but that they all have values. The language cannot be separated from the culture that gives it life."

California State Board of Education,
*Foreign Language Framework for California
Public Schools Kindergarten through Grade
Twelve* (1989), p. 8.

3. In a small group, one student can describe a picture while the others draw what is described.
4. An entire class can listen to a tape or watch a video together and then write down answers to specific questions about the program.

- Use audio-visual aids freely. Students need to hear foreign languages spoken by native speakers at normal speed and to read the languages in authentic contexts. Foreign language teachers should work closely with their school media specialists in establishing foreign language audio-visual collections.

- Accompany each activity with positive reinforcement. Concentrate on what students are doing right, not on what they're doing wrong. They will respond with a more positive attitude towards language learning.

Communication skills/sample activities

A communication-based program emphasizes all four modes of communication — listening, speaking, reading and writing. Following are some sample communication activities designed with various learning styles and strategies in mind and based on the performance objectives outlined in Chapter IV.

When introducing a new skill, a pre-speaking phase allows time for concept attainment before verbal production. This phase may include a process called Total Physical Response, during which students respond to verbal commands given in the foreign language — commands such as: "Walk." "Don't walk." "Put your paper on my desk." Student responses are physical, not verbal.

Directed listening activities make use of authentic materials, such as radio announcements, television commercials and recorded telephone conversations, without overwhelming the beginning student. Students hear the language spoken by native speakers at normal speed. They are not expected to understand every detail of the material, but are directed to listen for specific information, such as a telephone number or date.

Following the pre-speaking/listening period, students are encouraged to answer questions and initiate conversations using short — even one-word — replies. Gradually these minimal responses grow to complete sentences. Total physical response can be used again, this time with students giving commands to each other and to the teacher. Guessing games are also useful here.

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Students can divide into pairs, with one student naming items in a given category and the other trying to guess the category.

Reading activities also include multiple approaches and student involvement. Beginning activities might include reading with flash cards; unscrambling words and rearranging them in meaningful sentences; performing commands read from slips of paper; and a classroom scavenger hunt with all items to be found written down. Later, students can do dramatic readings and unscramble and rearrange parts of a story. At higher levels of reading, authentic materials in their original formats, such as newspaper and magazine articles, are recommended.

Writing activities include realistic tasks, like writing letters to pen pals and transcribing phone messages. Students can also be divided into small groups and given several bits of information, which they must collectively use in creating a story. Or, give students a chart containing different parts of a sentence and have them form a certain number of complete sentences or paragraphs with that information. Students can also fill in comic strip bubbles, write letters to Santa Claus, work crossword puzzles, fill out job resumes, summarize something they've read or write short poems.

This sampling of communication-based classroom activities is by no means exhaustive. It needs only the creativity of students and teachers, working together, to be expanded. (For more ideas, see the *South Carolina Framework For Foreign Languages*.)

A word about grammar

To say that today's foreign language programs should be communication-based is not to say that grammar is no longer important. But in the modern curriculum, grammar plays a supporting role to communication needs.

In the communication approach to teaching foreign languages, grammatical accuracy is viewed as a process, not an event. It is believed that students will develop accuracy gradually, on their own, if provided with exposure to a great deal of comprehensible language, in the same way that children learn how to accurately use their native language.

Mistakes are a natural part of the language-learning process. But as students develop in proficiency, they will eventually reach the point where they begin asking specific questions about grammar. Teachers can take advantage of these occasions to enhance student accuracy.

Grammar's role

"When students are engaged in communicative activities that focus on meaning...the teacher's role should be to observe the errors rather than to correct them on the spot. The correction should come later, perhaps in the form of a manipulative or a meaningful drill of points that most students had trouble with in the communicative exercises. The importance of delaying the correction is that students are encouraged to treat the oral interaction as real communication, and not as a pretext for a grammar lesson. The exchange of information in the student-to-student interaction provides greater motivation for communication than any pattern drill ever can."

The College Board, *Academic Preparation in Foreign Language* (1986), pp 69-70.

Languages and math

"Some mathematics competencies do have a role to play in foreign language study. For example, it is not unreasonable to expect students to add, subtract, multiply, and divide in the foreign language and to learn the metric system...Students need to practice these skills in order to count; give historical and birth dates; use telephone numbers; read train, plane, theater, movie, and TV schedules; tell time using the 24-hour system; make currency exchanges; describe height and weight and clothing sizes — in short, to learn how to make their way in the practical and necessary routines of daily living. Knowledge of these skills is an indispensable part of foreign language instruction. Foreign language study provides ample opportunities for students to become proficient at using the simple arithmetic of everyday life."

The College Board, *Academic Preparation in Foreign Language* (1986) pp. 100-101.

An interdisciplinary approach

Foreign languages are ideal candidates for interdisciplinary teaching. With its emphasis on meaningful content and real-world applications, a communication-based foreign language program presents language as a means for learning about the world, not as an isolated subject in and of itself.

Time spent studying foreign languages is not time taken away from other areas, but time spent reinforcing concepts and skills learned in other subjects. For example, students can learn the metric system in French, study geography in Spanish or write poetry in German. Students can also use sewing patterns and recipes from another country in home economics class and receive instruction in art and physical education in a second language. In order for interdisciplinary work to be effective, foreign language teachers must work closely with content-area teachers to coordinate instruction, with teachers acting as resources for each other.

Interdisciplinary teaching is a mutually beneficial experience, enhancing both content knowledge and language skills. In *Languages and Children — Making the Match*, Helena Anderson Curtin and Carol Ann Pesola explain:

When content-based instruction is incorporated into elementary school foreign language programs, the classroom teacher who must struggle to schedule a multitude of curricular areas into a limited amount of time will see the elementary school foreign language teacher as an ally in this effort, rather than as someone who is taking away another valuable block of time. (p. 112)

Student projects can also cross disciplinary lines. The following secondary-level example is taken from an article by Linda M. Crawford-Lange in *Curriculum, Competence, and the Foreign Language Teacher*, edited by Theodore V. Higgs:

Language students could rewrite in storybook form a play they had written and performed earlier in the year. They would then work with art students to illustrate the text, being sure that the representations were culturally appropriate. Students from the graphics department could be invited to print and bind the storybook, which could be used with elementary-level students. (pp. 94-95)

By initiating and promoting interdisciplinary work, foreign language teachers not only improve the general curriculum, but also secure an integral role for foreign languages in that curriculum.

VI. Instructional Materials

- *Content criteria*
- *Presentation criteria*
- *Pedagogy criteria*
- *Flexibility and variety*

An effective foreign language program requires a variety of instructional materials, including many that are nontraditional (such as computer software and interactive multi-media) and many usually considered supplementary (such as audio-visual aids, newspapers, magazines and other authentic materials).

Because of the unique role of nontraditional and supplementary materials in foreign languages — not luxuries, but integral components of the program — these materials should be of quality as high as that of traditional basal materials. In fact, these materials should be of such quality that they can be used as alternatives to traditional textbooks; and the state's materials adoption process should be flexible enough to allow school districts that option.

All foreign language instructional materials — whether supplementary or basal, traditional or nontraditional — should meet the following general criteria:

- Materials should support a sequential, articulated, communication-based curriculum as established in this framework.
- Materials should incorporate an active and creative role for teachers and students, taking diverse learning styles into account.
- Materials should include authentic and meaningful content, with culture integrated throughout.

More specific criteria, categorized according to content, presentation and pedagogy, follow. Materials must also satisfy guidelines of the Office of Instructional Technology Development.

Content criteria

1. Content is meaningful and can be easily related to the lives of students.
2. Content includes language that is authentic and natural and based on real-life experiences.

Useful media and technology

- Foreign newspapers and magazines (including purchase of duplication rights)
- Fiction and nonfiction written in other languages
- Video and audio tapes produced in other languages
- Foreign television programs
- Computer software
- Interactive multi-media (such as "Montevidisco," produced by Brigham Young University, and "A la rencontre de Philippe," produced by Massachusetts Institute of Technology)

About computers

"The foreign language student and teacher can do many things at the computer. Drill can be less tedious than when a text or a workbook is used, and the feedback is immediate — and visual. It is, however, important not to be dazzled or disoriented by the possibilities the computer offers. Selection among those possibilities should be guided by the communicative purposes and the proficiency goals of the foreign language curriculum."

The College Board, *Academic Preparation in Foreign Language* (1986), p. 101.

3. Language is viewed as a medium for logical thinking processes and not as a collection of isolated words and phrases.

4. Content places primary emphasis on communication skills in listening, speaking, reading and writing.

5. Grammatical structures and vocabulary are introduced naturally as components of themes and functions.

6. Content is appropriate to the language needs, age levels and interests of students.

7. Activities are personalized and students are encouraged to express their own meanings in their own words.

8. Content becomes progressively more challenging as students advance in the language.

9. Information is current and accurate.

10. Content is not encyclopedic in quantity, but encourages students to seek other resources for additional information.

11. Cultural content is integrated throughout, reflecting multi-ethnic diversity within language groups and giving an accurate view of everyday life.

Presentation criteria

1. Materials foster positive self-images for all students and reduce student anxiety by:

- presenting directions clearly to prevent frustration
- promoting positive attitudes towards various cultures
- offering activities designed to boost student confidence

2. The foreign language is the primary medium for learning and communication, with more and more foreign language appearing in basal materials as students advance.

3. Materials provide abundant practice in a range of contexts likely to be encountered in the foreign culture.

4. Concepts, functions and vocabulary are recycled throughout in a spiraling fashion; that is, they are introduced multiple times in various contexts, each time building on skills developed previously.

5. Themes and functions are sequenced in a meaningful and logical order.

6. Abundant authentic materials are integrated into content and activities.

Instructional Materials

Pedagogy criteria

1. Activities are open-ended and encourage creative use of language and negotiated meaning in a variety of situations.
2. Activities call for higher-order thinking skills and reflection, not simply recollection of factual information.
3. All communication skills — listening, speaking, reading and writing — are taught in an integrated fashion.
4. Ample opportunities are provided for active communication among students.
5. Activities include a variety of communication tasks appropriate to learning objectives.
6. Activities are designed to meet the needs of students with diverse learning styles, including a variety of individual, pair, small-group and class activities.
7. Activities are student-centered and require student involvement and responsibility.
8. An interdisciplinary approach is used with themes that encourage cross-disciplinary projects.
9. Teacher editions and manuals contain clear instructions for use of materials, along with model units. Programs for training teachers in use of materials are provided where appropriate.
10. Materials include ongoing assessments of all four communication skills, with emphasis on language proficiency.

Flexibility and variety

When it comes to adoption of instructional materials, foreign languages require flexibility and creativity so that a variety of materials are available for use in the classroom. It is through variety that students are provided with a classroom environment rich in language and culture.

This framework calls for a flexible approach to materials adoption on the state level. It is recommended that districts exhibit similar flexibility and allow their foreign language teachers the freedom and funding necessary to incorporate nontraditional and authentic supplementary materials into local programs.

For their part, teachers need to be on the lookout for quality instructional materials and submit possibilities to the state for consideration. After all, the state can't adopt a particular magazine, video program, computer program, etc., if it doesn't know about it. The best results will be achieved for our students if everyone takes initiative and we all work together.

Student Involvement

"Instruction should not be based on only the material at hand but should lead the student to other sources and formats of information. One source of information cannot possibly provide in-depth coverage of a subject without encouraging the student to seek information elsewhere. The material being examined should require that students be *active* constructors of knowledge not passive recipients of information."

South Carolina Department of Education,
*South Carolina Criteria for Adoption of
Instructional Materials*, p. 3.



South Carolina Department of Education

Conclusion

Foreign language education for every student in South Carolina is a tall order — one that won't be filled overnight. But with careful curriculum planning, cooperation among all members of the community and a deep commitment to developing the language capabilities of our students, it can happen in the 1990s.

This framework provides guidelines for designing and implementing foreign language programs for students from kindergarten through twelfth grade. All guidelines are based on one primary language principle: to be effective — that is, to train students to function successfully in the global economy and in an increasingly diverse society — foreign language instruction must be communication-based. Only by learning to communicate in real-life situations will students reap the economic, social and cultural benefits inherent in the ability to speak a second language.

This framework also highlights a number of implications of expanded, communication-based foreign language education. These implications include:

- the need for more foreign language teachers
- the need for ongoing, updated professional development opportunities for foreign language teachers
- the need for extra-curricular cultural and language opportunities for students
- the need for more non-traditional instructional materials, such as subscriptions to foreign newspapers and computer programs, for classroom use
- the need for reorganization in high school foreign language programs to accommodate increasing numbers of students who begin foreign language study in elementary school
- the need for collaboration between the State Department of Education and colleges and universities in designing teacher preparation programs and college placement tests

These issues must be addressed in the early stages of expanding foreign language education. As K-12 foreign language programs are put into place, other issues will become evident. Some questions that will need addressing in years to come are:

- With proficiency testing becoming increasingly important throughout the curriculum, what is the best way to administer student assessments? Should statewide tests be developed or should testing be left to individual school districts?
- What is the best way to award high school credit for foreign language study? Should students receive a credit for every year of study completed or for every designated level of proficiency achieved?
- As South Carolina's school population becomes more culturally diverse, where does English as a Second Language fit in? Should ESL students receive foreign language credits for ESL classes or for courses taken in their native languages?
- When foreign languages are taught to all students, what is the best way to group students so that all have a chance to develop proficiency? Is it possible to group students based on proficiency levels alone, regardless of grade level or academic standing?
- How can lesser-taught languages, such as Russian and Japanese, be incorporated into the curriculum?
- How can students best be given the opportunity to study a third, and even a fourth, language?

The above questions will provide a basis for discussion when the time comes to write the next curriculum framework. But for now, this framework proposes significant changes in foreign language education that need immediate attention. One question is on a lot of people's minds: Who will make sure these changes take place? The answer is simple: All of us must do our part.

To bring about communication-based foreign language education for every student in every grade in South Carolina will require the collaborative efforts of students, parents, teachers, administrators, state personnel, business people, publishers, legislators and any other interested members of the community. We must all work together, diligently and creatively, in the planning, implementing and funding of foreign language programs. That's the only sure way to meet the global challenge.

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The following chart outlines expected speaking proficiency levels of students of various languages. Levels are based on the federal Interagency Linguistics Roundtable scale for languages commonly taught at the Foreign Service Institute (FSI).

In analyzing this data, it is important to remember the following: students at the FSI are highly motivated; they have a high degree of aptitude for learning languages; instructional methods stress communicative skills and create a nearly total immersion situation; and the program is very intense (30 hours/week). While the specific time periods indicated in the chart cannot be transferred directly to foreign language instruction in public schools, they can assist in setting realistic outcome goals for various languages relative to each other.

Group I: Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish.

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
8 weeks (240 hours)	1	1/1 +	1+
16 weeks (480 hours)	1+	2	2+
24 weeks (720 hours)	2	2+	3

Group II: Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	1	1/2 +	1+ / 2
24 weeks (720 hours)	1+	2	2+ / 3
44 weeks (1320 hours)	2/2 +	2+ / 3	3/3 +

Group III: Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Filipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1/1 +
24 weeks (720 hours)	1+	2	2/2 +
44 weeks (1320 hours)	2	2+	3

Group IV: Arabic, Chinese, Japanese, Korean

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1
24 weeks (720 hours)	1	1+	1+
44 weeks (1320 hours)	1+	2	2+
80-92 weeks (2400-2760 hours)	2+	3	3+

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982.

Oral Proficiency Rating Scales

Government (FSD) Scale	Academic (ACTFL/ETS) Scale	Definition
5	Native	Able to speak like an educated native speaker
4+ 4 3+ 3	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate—High	Able to satisfy most survival needs and limited social demands
1	Intermediate—Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate—Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice—High	Able to satisfy immediate needs with learned utterances
0	Novice—Mid	Able to operate in only a very limited capacity
	Novice—Low	Unable to function in the spoken language
	0	No ability whatsoever in the language

Source: Judith E. Liskin-Casparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982.